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ABSTRACT

Covering a year's activities, this interim report describes a comprehensive program of vocational education in a rural, economically depressed area. Specific features of the program include the introduction of: (1) career awareness in Grades 1-6, (2) career orientation activities in Grades 7-8, (3) career exploration in Grades 9-10, (4) intensified occupational guidance, counseling, and job placement activities, and (5) intensified skill development activities for students terminating their formal education. Project results include: (1) the formation of an advisory committee, (2) new vocational facilities, (3) development of annotated bibliography of locally produced materials, (4) implementation of career awareness component in seven pilot schools, (5) diffusion of innovative techniques, (6) development of occupational knowledge tests, and (7) development of career education models. The project evaluation indicated that some teachers are having problems correlating existing disciplines with occupational study. This led to the recommendation that teachers use career education materials to supplement existing texts. Related documents are available as VT 014 730-014 733, and VT 014 487 in this issue. (JS)

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# INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-0682(361)

# "Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P.O. Box 437
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December 31, 1971

VT014729

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The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Herbert B. Holstein
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P. O. Box 437, Hamlin, W.Va. 25523

December 31, 1971

From January 1, 1971

To December 31, 1971

## SUMMARY OF THE REPORT

A. Time Period Covered by the Report.

This interim report covers the period from January 1, 1971 through December 31, 1971.

B. Goals and Objectives of the Project.

The objective of this project is to develop, in a rural school system located in an economically depressed area, a comprehensive program of vocational education serving the needs of youth grades 1-12. The program will provide for (1) the introduction of career awareness activities in grades 1-6, (2) career orientation activities in grades 7-8, (3) career exploration in grades 9-10, (4) intensified occupational guidance, counseling, and job placement activities for those students who desire to enter work at the termination of their education, and (5) intensified skill development activities for those students who have not previously been enrolled in a vocational program and who have chosen to terminate their formal education.

This project is designed to supplement an expanded program of vocational education being planned for a county area school facility.

C. Procedures Followed.

The general design of the exemplary project is characterized by four major areas: (1) career awareness in grades 1-6; (2) career orientation in grades 7-8; (3) career exploration and exposure in grades 9-10; and (4) career preparation, including intensive guidance and skill development in grades 11 and 12, with the expansion of vocational education offerings to include out-of-school youth.

The foundation for the total school program is designed around activities to promote positive attitudes toward (1) all fields of work, (2) work as a means of obtaining many satisfactions, and (3) one's self in relation to work.

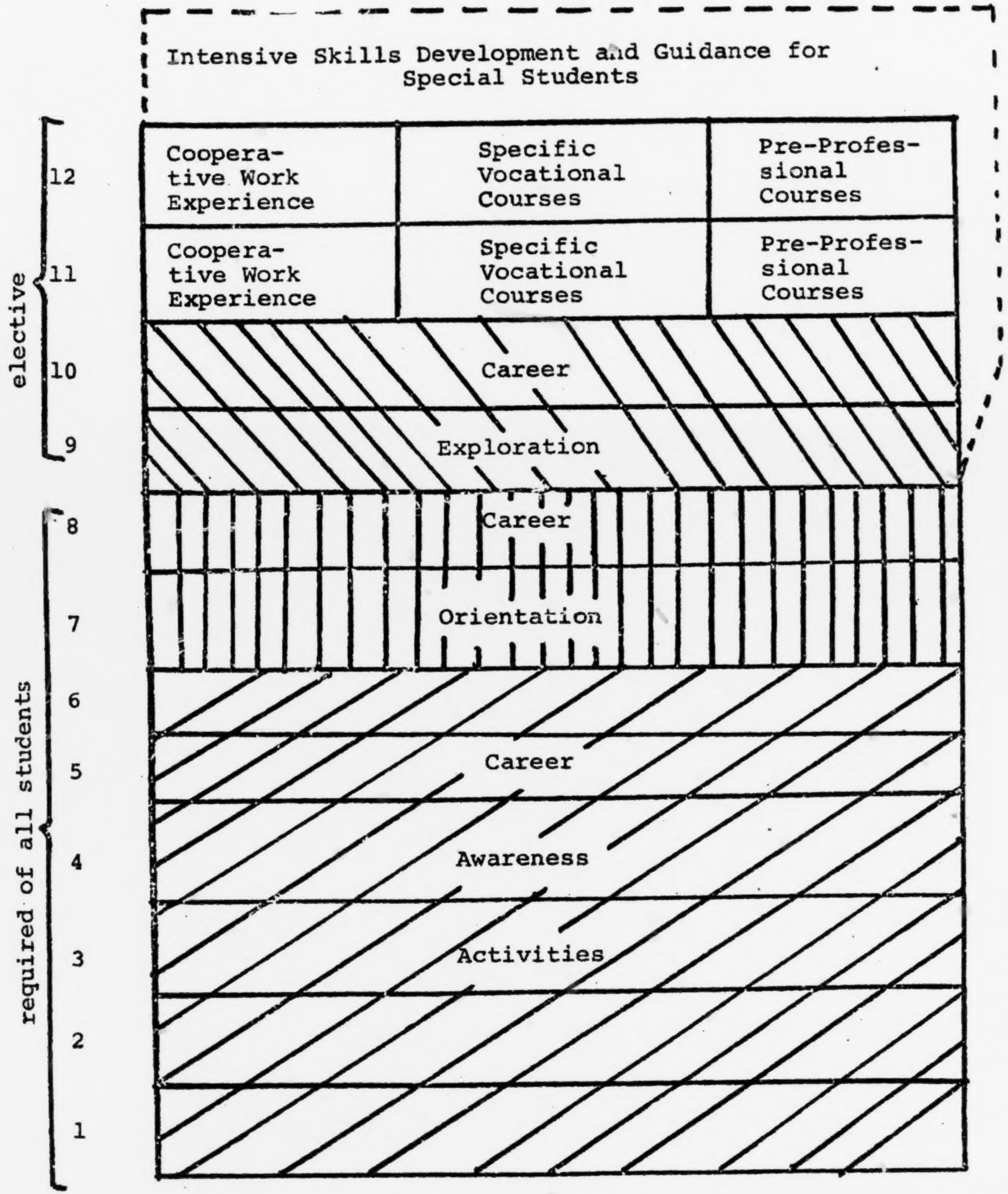
The model as shown in figure 1 is applicable to all students in all target schools. The learning phases that are illustrated are implemented by increased attention to counseling and placement; introduction of occupational education into the lower grades; expansion of opportunities and exploration of occupational clusters in junior high schools; and the provision of intensive occupational education and guidance services, as well as provision for work study and cooperative programs in the upper grades and for out-of-school youth.

Figure 1

EXEMPLARY PROGRAM

CURRICULUM ORGANIZATION MODEL

LINCOLN COUNTY, WEST VIRGINIA


Intensive Skills Development and Guidance for Special Students
Cooperative Work Experience
Specific Vocational Courses
Pre-Professional Courses
Cooperative Work Experience
Specific Vocational Courses
Pre-Professional Courses
Career
Exploration
Career
Orientation
Career
Awareness
Activities
12
11
10
9
8
7
6
5
4
3
2
1
elective
required of all students

Implementation of this project has required a great deal of preparation on the part of the faculty. It includes opportunities for teachers to familiarize themselves with the nature of our economy and structure of the work force, the development of deviate awareness and the function and techniques involved in career development, and an introduction to available instructional materials and methods. Curriculum guides and activities for achieving the objectives have been prepared at workshops and in-service meetings.

The curriculum coordinator, guidance coordinator, human resource coordinator, project director, and constultants have been involved in planning and conducting these workshops and meetings. Evaluation of the effectiveness of the curriculum will include participation by all coordinators and teachers who are involved in the project.

The Lincoln County media center and instructional material library is being utilized to provide the faculty with the necessary instructional materials for implementation of the total program. The personnel responsible for this function are involved in searching available sources for applicable commercial instructional materials and assisting in the preparation of originial materials.

D. Results and Accomplishments of the Project.

These results and accomplishments will be discussed in detail in the body of the report. Following is a listing:

1. Formation of Advisory Committee
2. New Vocational Facilities
3. Commercially Produced Curriculum Materials and Supplies and Development, Bibliography
4. Purchase of Equipment
5. Curriculum Development
6. Development of Annotated Bibliography of Locally Produced Materials
7. Implementation of Career Awareness Component in Seven Pilot Schools
8. In-Service Training
9. Field Trip Preparation
10. Dissemination of News Releases
11. Publications
12. Teachers Initiate Unit Development
13. Diffusion of Innovative Techniques
14. Pilot Careers Class
15. Adult Education Classes
16. Development of Occupational Knowledge Tests
17. Supplementary Guidance at Guyan Valley High School
18. Development of Career Education Models

E. Evaluation.

The evaluation has been contracted (for by) Drs. Charles I. Jones and LeVene Olson of Marshall University. Their evaluation approach basically utilizes pre- and post testing of the occupational knowledge of project and non-project students. It will be discussed in detail in the body of the report.

F. Conclusions and Recommendations.

Observations and recommendations included were developed in consultation with Dr. Charles I. Jones and Dr. LeVene Olson. More detailed discussion of this will be found in the body of the report. Basically, these observations and recommendations are as indicated below:

Observations:

(1) The assistance of project staff is adequate.

(2) Teachers are making excellent progress.

(3) Some teachers are, however, having problems correlating existing discipline with occupational study.

(4) Some problems are experienced in initiating new units.

(5) An excellent approach, pioneered by Mrs. Ida Curry, focuses on the interdependence of occupations on the local, state, and national level.

Recommendations:

(1) Perhaps outstanding teachers could assist others.

(2) Further emphasis should be made on students ability to enter occupational study through any of the existing disciplines.

(3) Teachers need to be more aware of their latitude to select appropriate strategies to begin occupational study.

(4) Teachers should continue to use "state adopted" texts for skill development.

(5) Career education materials should be used by teachers to supplement existing texts.

(6) A team of elementary education specialists should be used as consultants to aid in further closing the gap in curriculum integration.

(7) Additional training for those teachers having trouble with curriculum integration.

## BODY OF THE REPORT

### A. Problem Area Toward Which The Project Was Directed, Including References To The Original Proposal, Previous Studies, and Experiments, and Related Literature

The last decade has been marked by significant increased concern in the education of the Nation's population. While the nature of education in rural America poses problems of considerable magnitude, conditions prevalent in urban areas have received the most recent widespread publicity and attention. While an attack on inner-city problems is both nessary and justifiable, there is strong evidence which indicates that to a major extent they exist as a direct result of the transposition of similar problems existing in rural areas, differing only in the degree of intensity due to imposed spatial and population parameters.

The relationship of urban-rural problems was alluded to in a recent report by the Presidents' National Advisory Commission on Rural Poverty. Findings of the Commission indicated that problems experienced in the cities have a direct relationship to poverty and lack of educational opportunity in rural areas of the nation. The Commission further took the position that neglect of these problems in rural areas will, in fact, only serve to abet the problems of urban areas due to their linkage through migration.[1]

The present day mobility to population resulting from migration and population shifts, changes in technology accompanied by changes in the occupational structure of the work force, and similar events have served to accentuate the need for improvement of education and job skill development in rural America.[2]

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[1] The People Left Behind, A Report by the Presidents' National Advisory Commission on Rural Poverty (Washington: Government Printing Office, 1967).

[2] B. Eugene Griessman and Kenneth G. Densley, Review and Systhesis of Research on Vocational Education in Rural America, (ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruxes, New Mexico and ERIC Clearinghouse, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1969) p. 43.

Migration from rural areas has occurred despite reluctance of rural people to relocate. This has been brought about primarily as a result of limited job opportunities in rural areas to absorb excess manpower available due to the major decline in farm occupations particularly in numbers of farm laborers and farm foremen employed.[3]

While conditions which exist in rural areas throughout the nation are evident in West Virginia, their inter-related effect is more profound than those which exist in many other states.

Characteristics of the State's population relative to a number of educational, economic, and social indicators serve to identify the critical nature of these problems particularly as they relate to rural areas of the state.

Preliminary figures released as a result of the recent census of the population indicate that during the decade of the 60's, West Virginia experienced a decrease of population in excess of 150,000 persons. This amounts to a net loss in population of approximately 8 per cent. The 1969 West Virginia CAMPS plan recognized the problem of the population loss by the state when it stated:

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[3] Ibid., p. 4,5.

> A study by West Virginia University reveals a net out-migration of more than 120,000 West Virginians between 1960 and 1964...moreover the study shows our emigrants are being forced from places they do not want to leave to places where they are not wanted. Ironically, these unwilling transplants frequently become part of an industrial urban ghetto problems that must rely for solution upon federal funds diverted from the poverty pockets which the emigrants left.[4]

In 1960 approximately 63 percent of West Virginia's population was classified as rural residing in populated areas of less than 2,500. The state unemployment rate has consistently been higher than the national average. The per-capita income level of $2,470 in 1968 compared to the national average of $3,421. The 1960 Census revealed that 32.6 percent of families in the State had annual incomes below the poverty level of $3,000 and the Office of Economic Opportunity in 1965 classified 31.1 percent of all persons in West Virginia as being "poor". In addition, the 1960 Census of Population listed the median school years completed by persons 25 years old and older as being 8.8 with some 328,000 persons having less than eight years of formal education.

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[4] West Virginia Cooperative Area Manpower Planning System Committee, (West Virginia CAMPS Plan, Charleston, West Virginia, 1969) p. 20.

The 1969 CAMPS Committee recognized six major problems which relate to the states manpower and economic development needs and which have contributed to the State's loss of population. One of the problems so identified was that a significant number of youth both high school graduates and dropouts--were not equipped to compete for career type employment.[5]

While the data cited are indicative of major problems the state is facing in terms of its manpower, they do not measure their intensity as applied to the youth of West Virginia. In what has been termed a labor surplus state where its human resources are among its prime export products, job opportunities are necessarily limited, thus youth are placed at a distinct disadvantage in competing for jobs with more mature adults in a job market that is already overcrowded. As a result, the options for young people are narrowed to migrating to other areas in search of employment, furthering their education at the post-secondary level, entering the armed forces, or remaining in the home environment in an unemployed or underemployed status.

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[5] Ibid., pp. 10-20.

Education's role in alleviating the economic and social ills of West Virginia has been a topic of increasing concern both at State and local levels. The "Comprehensive Educational Program" developed by the State Department of Education has served as the prime vehicle for the improvement of education in the State. This plan for educational systems is designed to provide opportunities for every pupil to learn and achieve according to his abilities, talents, intelligence and desires. Specifically, the "Comprehensive Educational Program" is built upon a philosophy that provides three things: (1) A good general education for all, (2) A good elective curriculum for those who will need salable skill immediately upon graduation from high school, (3) A good elective curriculum for those who will go on to continued formal education, including college. The need for such a program is evident when for every 100 students who enter the first grade in West Virginia, only 41 graduate from high school, 12 go on to college while only 6 graduate from college. In addition, of every 100 high school graduates in West Virginia, 36 enter post-secondary educational programs and only 18 have had access to vocational education, leaving 46 with neither post-secondary education or salable skills. These data indicate the need for a strong commitment to education in supporting a program that will provide for the educational needs of all youth and adults thus assisting all citizens in realizing the importance of education and improved educational opportunities.

The educational needs of West Virginia youth paralleled those identified by the National Advisory Council on Vocational Education when it stated:

> Career consciousness must be integrated throughout the schools in order to enlarge the number of options and alternatives for individual pupils--both in terms of occupations and higher education.
>
> The study of the World of Work is a valid part of education for all children--it documents for youth the necessity of education both academic and vocational.[6]

A unique opportunity to attack the problems identified on both national and state levels is provided in Lincoln County, West Virginia.

Lincoln County is rural in nature, located in the Central-Western portion of the state. The surface features of the county are determined by three rivers: The Guyandotte, the Mud, and the Coal. None of the land area is occupied by urban places of

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[6] Advisory Council on Vocational Education, Vocational Education, The Bridge Between Man and His Work, Summary and Recommendations (Washington: U. S. Office of Education, Department of Health, Education, and Welfare, 1968) p. 4.

2,500 or more persons, the largest populated area being Hamlin, the county seat with a population of under 2,000 people. It lies in the periphery of the cities of Huntington and Charleston which serve as major trading centers. The county has a low level of population density averaging approximately 43.8 people per square mile. The population in 1960 was 20,267 compared to recently released preliminary 1970 census figures recording a population of 18,411. This reflects a loss of some 1,856 persons or a decrease in population of some 9 percent during the last decade.

An economic profile of the county published by the Office of Economic Opportunity in 1966 indicates the severity of problems facing Lincoln County in both its economic and educational development.[7]

The profile cites a number of proverty indicators related to social and economic characteristics which vary with the nature and level of proverty. The data are interpretative in that all of the 3,135 counties throughout the United States were compared on specific characteristics, and forms were developed which reveal the status of a particular county on a given indicator to other counties throughout the nation. The scale of values which were developed ranges from favorable to unfavorable. Twelve indicators were used for comparative purposes, and Lincoln County ranked on the unfavorable side of the scale on all indicators. The county received a lower rating on five indicators than 90-99 percent of all counties in the nation, lower rating than 80-89 percent of all counties on an additional five, and lower than 60 percent of all counties on the final two indicators.

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[7] Office of Economic Opportunity Information Center, Lincoln County West Vriginia. Economic Profile (McLean, Virginia: Clearinghouse for Federal Scientific and Technical Information, PB-178331, 1966).

Thus, it is evident that even though the State compares unfavorably to most other states in the nation on a number of economic and social indicators, Lincoln County compares unfavorably even with most other counties in the state. This is further demonstrated when comparing the 1968 per capita income level of $2,470 for the state to the county per capita income of $1,344, the county unemployment rate 12.1 percent of the work force as compared to a state unemployment rate of 5.5 percent, and the Federal Food Stamp Program participation rate of 6.8 percent for the state to the county participation rate of 21 percent.

The translation of economic indicators to education reveals that their impact upon education in Lincoln County has been severe. For example, according to the 1960 census only 13.8 percent of the population 25 years old and older had completed four years of high school. This was the lowest in the state. In 1968 the county ranked fortieth in fifty-five counties by graduating from high school only 55.4 percent of the 1960-61 fifth grade enrollment, while it ranked last with an estimated 5.7 percent of the 1956-57 first grade enrollment entering college. In 1969 only 24.82 percent of Lincoln County high school graduates entered any type of post high school program to further their education, leaving 75.18 percent of the graduates entering the world of work. The 1968-69 dropout rate in levels 9-12 was 7.3 percent compared to the State mean dropout rate of 7 percent.

The Lincoln County school system in 1969-70 had a total of 5,332 students enrolled. This enrollment was composed of 3,743 students in levels 1-8 and 1,589 students in levels 9-12. Forty-six percent of all students enrolled in the system were classified as disadvantaged using guidelines established by Title I, Elementary and Secondary Education Act. Only 3.9 percent of students enrolled in levels 9-12 participated in vocational education programs designed to provide them with salable skills.

An expanded program of vocational education is viewed as a priority item for the improvement of education in Lincoln County. The design of such a program is intended to be exemplary in nature, providing the opportunity for each student moving through the system to become occupationally competent by the time he leaves the system if he so desires.

The program model has as its genesis the concerns expressed by Congress in the 1968 Vocational Act Amendments and the program development needs realized by the county. While it is recognized that the system can never fully meet the needs of all students for occupational proficiency, the program model will make the entire educational system responsive to these needs within the limits of its capability. The model will be flexible in nature and will address itself to the purpose and focus of Exemplary Programs and Projects provided under Part D of the 1968 Vocational Act Amendments--that of broadening occupational aspirations and opportunities for youth thus bringing the gap between school and employment and promoting a closer cooperation between the educational system, business, industry, the State Employment Agency, and other manpower agencies in the ares.

While the effects of poverty and its accompanying social, economic, and educational problems are readily identifiable, providing viable solutions poses a more formidable task. A comprehensive program of occupational education will provide substantial assistance in coping with the human resource development needs and improve both the quality and quantity of education in Lincoln County. This is the purpose of the Lincoln County Career Education Project.

B. Goals and Objectives of the Project

Goal Number One

To provide broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.

## Career Awareness

(Levels 1-6)

General Objective

To provide an instructional system designed to present occupational information to children in Levels 1-6.

Specific Objectives

(a) To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.

(b) To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.

(c) To inform students about the multitude of occupational opportunities.

(d) To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

(e) To provide students with basic information about major occupational fields.

(f) To stress the dignity in work and the fact that every worker performs a useful function.

(g) To visit local businesses and industries to get a first-hand view of the "world of work".

Career Orientation

(Levels 7-8)

General Objective

To establish in levels 7-8 a curriculum which will assist the student to acquire such knowledge of the characteristics and function, the duties and rewards of the occupational families within which his choice will probably lie.

Specific Objectives

(a) To give students an understanding of the knowledge and skills basic to the broad spectrum of the occupational families.

(b) To provide the student with a guide to educational and occupational requirements of different jobs. (occupational families)

(c) To assist the student in acquiring a technique of analysis of occupational information and to analyze such information before making a tentative choice.

(d) To stress habits and attitudes which are needed for successful and continued employment.

(e) To provide students with experiences designed to develop an awareness and self-realization that leads to the selection of the appropriate career with realistic aspiration levels.

## Career Exploration

(Levels 9-10)

General Objective

To provide students in levels 9-10 experiences will enable them to make realistic occupational choices, experiences in working with others, and understanding of the psychological aspects of work as it relates to their own temperaments, personalities, and values.

Specific Objectives

(a) To inform students about occupational and educational opportunities at all levels.

(b) To provide students not finishing high school with information related to the opportunity to enter an occupational training program and/or employment.

(c) To provide students with knowledge in broad fields of work which will assist the individual in making long range vocational plans.

(d) To provide "hands on" experience in various occupational fields offered at the county vocational-technical education center.

(e) To make the student aware of the continuous changes occurring in the world of work which necessitates continuing education or training in the various career areas.

(f) To provide the student with information concerning other educational opportunities. (colleges and other post secondary programs)

Goal Number Two

To provide work experience, cooperative education and similar programs making possible a wide variety of offerings in many occupational areas.

### Cooperative Vocational Education
### Work Experience and Work-Study

(Levels 11-12 Post Secondary)

General Objective

To expand present and planned vocational program offerings to include (a) cooperative vocational programs to assist in removing the artificial barriers between education and work, and (b) work-study programs designed to assist in need of earnings from such programs to commence or continue their enrollment in vocational education programs.

Specific Objectives

(a) To provide students with the background necessary to further their career preparation in post secondary training programs.

(b) To provide students with a salable skill necessary for job entry.

(c) To provide students with skill, attitudes, and work habits necessary for employment in a cluster of closely related occupations.

(d) To increase student participation in programs due to broadened curriculum offerings made available through cooperative vocational education.

(e) To provide economic assistance to those students in need of such assistance in order to remain in school and to continue their enrollment in vocational education programs.

(f) To provide opportunities for learning by doing in actual work situations.

Goal Number Three

To provide students not previously enrolled in vocational programs opportunities to receive job entry skills just prior to the time that they leave school.

## Job Entry Level Skill Development

(Ages 16 - Level 12)

General objective

To provide each student leaving school opportunities for appropriate training - to develop job entry skills necessary for employment.

Specific Objectives

(a) To integrate vocational and academic instruction with an orientation toward job competence.

(b) To adapt the occupational level of skill training to the abilities and aptitudes of the student.

(c) To provide intensive summer programs for entry level skill development.

(d) To provide opportunities for individually oriented vocational training.

(e) To provide job orientation, work observation and on-the-job training activities.

(f) To provide job creation, job development job placement and job-coaching activities.

(g) To provide ungraded instruction complemented with specialized, technically competent instructors and instructional packages to assist students in completing the instructional program on an intensified basis.

## Goal Number Four

To provide intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

## Intensified Occupational Guidance and Job Placement

(Age 16 - Level 12)

General Objective

To provide intensive vocational conseling for occupational and educational decision-making and job placement services for students who are dropping out of school and those in levels eleven and twelve.

Specific Objectives

(a) To provide opportunities for students to learn more about themselves, ways of working with others, and psychological aspects of jobs as they relate to their values, personalities, aptitudes, and abilities.

(b) To provide students with information regarding post secondary career development opportunities.

(c) To provide opportunities for students to relate occupational aspirations to educational goals.

(d) To provide students with assistance in finding their first job.

(e) To provide school follow-up services and opportunities for replacement on different jobs, re-entry into training programs, and participation in individual counseling and group occupational guidance.

## C. Description of The General Project Design and the Procedures Followed, Including Information on the Student Population, Instructional Staff, and on the Methods, Materials, Instruments and Techniques Used.

### Design

The design of the project as described in this document has proposed a number of radical educational changes for Lincoln County.

Impetus for change will not only be as a result of necessary curricular changes imposed by the project but also from the construction of a county area vocational facility which is targeted for occupancy during the summer of 1972. The completion of this facility will serve to complement the activities of this proposed project in more effectively serving both youth and adults in Lincoln County.

The program model for occupational proficiency allows for content as well as theory. The elements of career development (vocational theory, vocational choice, and work history) have evoked increased interest on the part of researchers in the last decade. The most comprehensive work in this area was by Crites, resulting in the text "Vocational Psychology," which deals with vocational choice, adjustment, success, theory, satisfaction, and other factors relating to vocations.[8]

Key, in a study completed in 1969 reviewed the theoretical orientations of Super, Havinghurst, and Miller and Form concluded that although viewed from different theoretical approaches, occupational choice theory has been demonstrated to be unified.[9]

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[8] John O. Crites, Vocational Psychology. (New York: McGraw-Hill, 1968).

[9] James P. Key, "A Theoritical Framework for an Occupational Orientation Program," (Unpublished Doctoral Dissertation, North Carolina State University, Raleight, North Carolina, 1969), pp. 77-78

Hoppock, recognizing the factors of the occupational choice process emphasized the importance of the occupational individual with tools to accomplish the process. The tools identified consist of providing methods through which the individual may correctly assess his own characteristics and the opportunities available in occupations; ways to perceive his needs; need satisfying capabilities of different occupations; and ways through which the individual may develop his self concept and image of occupations.[10]

Key proposed a framework for an educational program designed for occupational proficiency. This program consisted of the following components:

(a) An educational curriculum incorporating examples and problems drawn from a cross section of the world of work.

(b) A group occupational guidance program including courses strategically located within the curriculum designed for broad exploration of the world of work.

(c) Occupational competence development courses designed to prepare students for entry level employment.

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[10] R. Hoppock, Occupational Information. (New York: McGraw-Hill, 1967)

(d) Individual counseling sessions to include personal, educational, and occupational counseling.

(e) Placement and follow-up services including provisions for replacement and re-entry.[11]

The concept that career devlopment is based upon the belief that practical experiences may provide a valuable part of a child's education is not new.

Studebaker, in 1937 stated:

> Today we realize that the separation of education from work is unfortunate, first because instruction without application becomes academic and formal, and second because work without thought and study becomes drudgery.[12]

This project is exemplary in nature in that it proposes to implement a total concept of occupational education extending from career awareness beginning at level 1 through skill development and job placement at level 12. Implementation of this concept in one operational setting within the educational system is in accordance with the nature and purposes of exemplary programs and projects as stated by the Congress in the Vocational Education Amendments of 1968. It is designed to relate education to work while at the same time emphasizing the fact that basic skills are essential to both social and economic success in an environment of unplanned change.

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[11] Key, op. cit., p. 80

[12] J. W. Studebaker, "Educational Comment," The Phi Delta Kappan, XIX (1937), p. 298

The career development concept provides a base upon which skill training and job placement rest. Experiences of MDTA projects with disadvantaged youth reveal that career development activity without job training resources and job placement services makes such counseling not only irrelevant but traumatic.[13]

Agan, experienced success in conducting interdisciplinary occupational education courses on an exploratory basis for high school juniors and seniors. This concept in which commonalities of occupations are explored coupled with career orientation and counseling services is designed to serve levels 7-10 in the proposed project. This modification of Agan's program is feasible in this instance due to the anticipated availability of skill development facilities.[14]

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[13] Jesse E. Gordon, Testing, Counseling, and Supportive Service for Disadvantaged Youth (Ann Abor: Institute of Labor and Industrial Relations, The University of Michigan-Wayne State University, 1969) p. 99.

[14] R. J. Agan and others, The Development and Demonstration of a Coordinated and Integrated Program of Occupational Information, Selection and Preparation in a Secondary School. Final Report, (Manhatten, Kansas State University), 1968.

Intensive occupational guidance and job placement is planned as an integral part of the proposed project. The desirability of a linkage between education, employers, and existing manpower agencies is referred to in numerous studies. Eninger, in a study completed for the State of New York, found implications for more emphasis on student needs than employer needs and increased attention in providing placement services for vocational education graduates.[15]

Other strategies related to placement and follow-up activities identified by Gordon are:

(a) Agencies should be prepared to place a youth as often as he needs it.
(b) First placements should contain potential for on-the-job training and career development.
(c) Follow-up should begin immediately after placement.
(d) Employers appear to be more receptive to hiring disadvantaged youth if a package of follow-up services is provided.[16]

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[15] Max W. Eninger, Report on New York State Data from a National Follow-up Study of High School Level Trade and Industry Vocational Graduates, (Pittsburgh: Educational System Research Institute, May, 1967).

[16] Gordon, *op. cit.*, pp. 204-205

The project is exemplary in nature, not only in its articulated approach to providing occupational competency but it incorporates aspects which effects a blending of academic and vocational education. This strategy, demonstrates to be effective in the Richmond Plan, is accomplished beginning at level 1-6 with incorporation of career awareness activities in the social studies curriculum to levels 9-12 in the exploratory and skill development stages where definite blocks of time are devoted to correlating education and work.[17]

The entire scope of skill development activities could well be considered exemplary in Lincoln County. Moving from a position of limited availability of vocational education opportunities to a package program consisting of activities to be made possible by this project and expanded vocational program offering is both exemplary and innovative in Lincoln County. The flexibility of the skill development programs provided through intensified skill training, cooperative education, work experience, intesified occupational guidance, counseling, and job placement provided alternative routes to occupational compentency.

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[17] Leslie H. Cochran, "Charting Changing Directions of Industrial Education." IAVE, September, 1969, p. 49.

The implementation of this proposed project and its successful institution in the educational program of Lincoln County may be viewed as one of the most effective means to provide a model of program development for rural areas.

The strategy of involvement has been utilized to assure the support necessary to insure program success. Teachers, school administrators, community leaders, employers, parents, and students have been involved in effecting educational change. Concentrated in-service training accompanied by continuous professional development activities are serving as the vehicle for involvement of educational personnel. Student and parent participation in conferences and counseling sessions and the expansion of the guidance program will be utilized to foster parent understanding and student participation in needs determination. The use of an advisory committee and community resources for work experience and cooperative education work stations have begun to cultivate community support and acceptance of the project thus assuring its continuation beyond the time frame allocated for this project.

In summary, this project is designed to expand career development activities consisting of career awareness program in levels 1-6, career orientation in levels 7 and 8, career exploration in levels 9 and 10, intensive occupational guidance in levels 9-12, intensive specialized skill training for students prior to leaving school, and job placement services provided for all students who leave the system either by graduating or dropping out of school before they have completed the requirements for graduation.

## Procedures

The general design of the exemplary project is characterized by four major areas: (1) career awareness in levels 1-6: (2) career orientation in levels 7-8: (3) career exploration and exposure in levels 9-10: and (4) career preparation, including intensive guidance and skill development in levels 11 and 12, with the expansion of vocational education offerings to include out-of-school youth.

The foundation for the total school program is designed around activities to promote positive attitudes toward (1) all fields of work, (2) work as a mean of obtaining many satisfactions, and (3) one's self in relation to work.

## Overview of Project

### Career Awareness (Levels 1-6)

The educational program for the first and second levels begins with the immediate environment and gradually broadens to encompass the larger community environment. The first grade child is introduced to the world of work by investigating and interpreting the working life of members of his immediate family. This is followed by studying workers with whom he comes in contact. The second grader is introduced to new and different kinds of workers in the community those workers not in his family or at school.[18]

The education program for grades 3 through 6 is designed to increase occupational horizons from the immediate environment to the larger community. Comparing and contrasting occupations in the immediate area to those found in other communities provide the child with an opportunity to become aware of the encompassing nature of work.[19]

The activities learning approach continues to be the principal method of concept development for the active youngsters. Each concept is presented and re-enforced through meaningful activities suited to the physical and mental maturity of the child in grades 3 through 6. In classes with high levels of deviation, such as handicapped and disadvantaged students, adjustments are necessary to facilitate internalizing functional occupational concepts.

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[18] Lee Laws, "Elementary Guide for Career Development, Grades 1-4." Spearman Public Schools, Spearman, Texas, June, 1967. p. 17.

[19] Ibid., p. 87.

The third grade continues the lower primary approach of total and small group activities under the leadership of the teacher. The fourth grader's efforts and interests are integrated into activity-planning providing for individual differences.
The curriculum in grades 5 through 6 will include instruction and experience that will enable the students to develop positive attitudes toward work, identify and choose goals for themselves, and study occupational areas in which they are interested.

## Career Orientation

(Grades 7-8)

The curriculum in grades 7 and 8 is designed to give students a knowledge of the characteristics and functions, duties and rewards of specific clusters whithin a broad spectrum of occupational families. Youth at this age level have rather specific characteristics which suggest certain needs. For example, they have not had opportunities to explore their capabilities in various areas under a variety of situations; therefore, they need opportunities to self appraise their emerging potentials, to analyze occupational information for decisions making, to understand the importance of all types of work, and to learn the educational and occupational requirements of different jobs.

The curriculum organization in grades 7 and 8 will be characterized by studying occupational clusters across content areas. The career orientation clusters will include manual and mechanical occupations cherical, sales, and service occupations; and professional and technical occupations. In addition to integrating the entire curriculum at the grades 7 and 8 around career orientation, two hours per week in the seventh grade and three hours per week in the eighth grade will be used in studying the selected occupational clusters. These courses are to be taught by present teachers at the seventh and eighth grade levels.

## Career Exploration

(Grades 9 and 10)

The curriculum in grades 9 and 10 is characterized as exploratory. This involves exposure to actual work situations and, hopefully, "hands-on" experiences may be provided that are related to specific occupational clusters. The instructional material will be organized into units for more extensive study. Units for grades 9 and 10 will be selected from the following broad occupational areas:

- Communications
- Business
- Manufacturing
- Construction
- Technical education
- Services
- Transportation
- Professional

## Career Preparation

(Grades 11 and 12)

Three methods of student involvement will make up the curriculum in grades 11 and 12; (1) cooperative work experience, (2) specific vocational courses, and (3) pre-professional courses. The cooperative work experience will provide work stations in business and industry with related studies in the high school setting. The specific vocational courses will provide for study in specific content areas with the innovative opportunities for job "spin-off" at all levels within the occupational cluster. The pre-professional courses will provide laboratory settings in which salable skills will be practiced. All courses will be planned to provide for students with varying levels of learning abilities.

## Intensive Guidance and Skill Development

(Grades 9 - 12+)

For potential dropouts, dropouts, and high school graduates who have not acquired salable skills, provisions will be made for intensive guidance, followed by intensive skill development. This preparation, guidance, and skill development may be provided in summer classes or other times during the year appropriate to student needs. A continued assessment will be made of labor market trends in the area of occupational changes through the Department of Labor (West Virginia Employment Security Service). The guidance and skill development will be held to a high correlation with job potential.

Following this intensive guidance and skill development, a follow-up study will be conducted on the job with counseling and job development training. Since Lincoln County traditionally is an area of high out migration, contract will be negotiated with other school districts to make the necessary follow-up of students employed in other counties, regions, and states when such units provide these services.

## Schools and Locations

All schools in Lincoln County will be included in this project. The Lincoln County school system is composed of twenty-three (23) different schools. Three of these schools have grades 1-6, fifteen have grades 1-8, two have grades 7-12, and two have grades 9-12. All schools, with the exception of two located in the town of Hamlin (population 1,800) are in extremely isolated rural areas.

In addition to those schools presently in existenc a county area vocational school is in the planning stage. An existing facility in Hamlin will be remodele to provide for expanded vocational education programs. The completion of this project will make skill development programs available to students in grades 11 and 12 with the exception of Harts High School which is located in a remote area of the county. A special summer exploratory program and intensified job preparation program will be made available to students from Harts High School.

On the following page is a listing of presently existing schools and their 1969-70 enrollments clustere in relation to project components. Figure 2 page 42 indicates the geographic location of each school listed

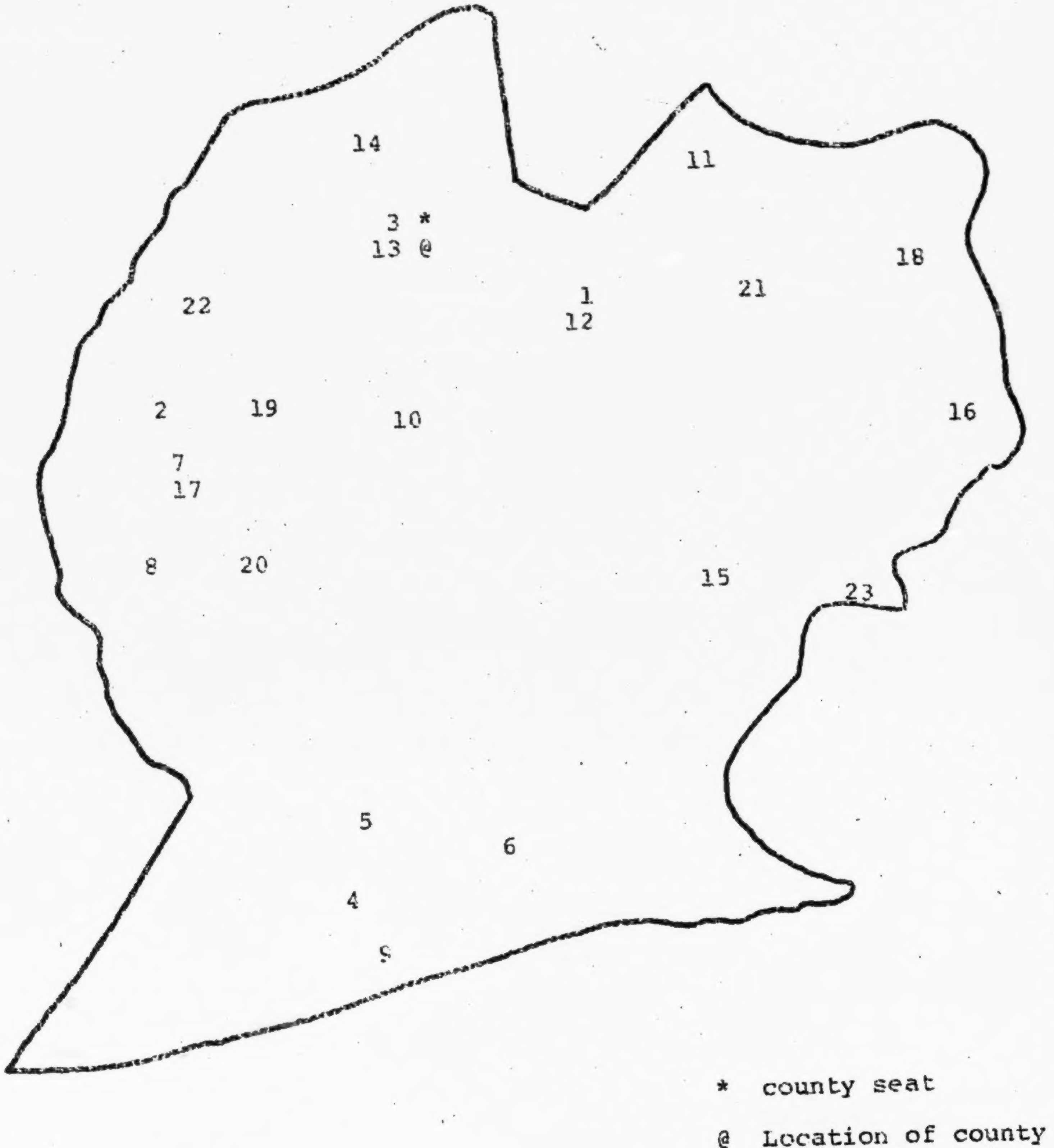
## LINCOLN COUNTY SCHOOLS

| School | 1-6 | 7-8 | 9-10 | 11-12 |
|---|---|---|---|---|
| Duval High School | | | 262 | 194 |
| Guyan Valley High School | | | 286 | 217 |
| Hamlin High School | | 136 | 182 | 142 |
| Harts High School | | 154 | 120 | 106 |
| Atenville Elementary School | 214 | | | |
| Big Ugly Elementary School | 76 | 12 (7th) | | |
| Branchland Elementary School | 190 | 55 | | |
| Cuzzie Elementary School | 33 | 0 (7th) | | |
| Ferrellsburgh Elementary School | 165 | | | |
| Fez Elementary School | 93 | 29 | | |
| Garretts Bend Elementary School | 57 | 15 | | |
| Griffithsville Elementary School | 202 | 78 | | |
| Hamlin Elementary School | 371 | | | |
| Lower Mud River Elementary School | 0 | 0 | | |
| Martin Elementary School | 52 | 24 | | |
| McCorkle Elementary School | 83 | 27 | | |
| Midkiff Elementary School | 132 | 29 (7th) | | |
| Midway Elementary School | 167 | 56 | | |
| Pleasant View Elementary School | 258 | 120 | | |
| Ranger Elementary School | 156 | 64 | | |
| Sumerco Elementary School | 67 | 12 | | |
| West Hamlin Elementary School | 157 | 72 | | |
| Woodville Elementary School | 92 | 28 | | |
| | 2565 | 911 | 850 | 659 |

Total Active
Enrollment 4985

Figure 2

GEOGRAPHIC LOCATION OF LINCOLN COUNTY SCHOOLS


14
11
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19
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20
15
23
5
6
4
9
* county seat
@ Location of county area vocational facility

## Student Population

The net enrollment in Lincoln County Schools during the 1969-70 school year was 5,064. This enrollment consisted of 2,684 students in grades 1-6, 908 students in grades 7-8, and 1,472 students in grades 9-12. All students will have the opportunity to participate in one or more project components. Bases on the 1969-70 student population, the estimated number of students to be served is as follows:

FY 71

Programs supported by project funds

| | Estimated enrollment | % of those eligible serve |
|---|---|---|
| (1) Career Awareness (Grades 1-6) | 1060 | 40% |
| (2) Career Orientation (Grades 7-8) | 908 | 100% |

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Programs supported by funds made available through the State Plan for Vocational Education and local taxes.

| | Enrollment |
|---|---|
| (3) Existing Vocational Education Programs (one program in business and office education in one high school) | 20 |
| (4) Existing Consumer and Homemaking Programs (one program in each of two high schools) | 130 |

FY 72 and FY 73

Programs supported by project funds

| | Estimated enrollment | %of those eligible served |
|---|---|---|
| (1) Career Awareness (Grades 1-6) | 2684 | 100% |
| (2) Career Orientation (Grades 7-8) | 908 | 100% |
| (3) Career Exploration (Grades 9-10) | 200 | 25% |
| (4) Cooperative Education | 20 | 3% |
| (5) Intensive Job Skill Development | 40 | 5% |
| (6) Intensive, Occupational Guidance, Counseling, and Job Placement | 674 | 100% |

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Programs supported by funds made available through the Stae Plan for Vocational Education and local taxes.

| | Enrollment |
|---|---|
| (7) Existing and expanded vocational education programs. (including disadvantaged and handicapped) | 240 |
| (8) Consumer and Homemaking Programs (one program in each of two high schools) | 130 |
| (9) Work Study Program | 20 |
| (10) Summer NYC Program (OEO funded) | 100 |

In addition to these programs which are designed to serve elementary and secondary student facilities will be utilized in serving the adult segment of the population in retraining and upgrading job skills of employed and unemployed adults in the community.

There are no non-profit private schools in Lincoln County, therefore, provisions do not have to be made for the participation of such students in the proposed project.

## Materials

The materials utilized in the project cover occupational information appropriated for the particular grade level and are in various forms such as printed materials, audio-visual, and etc.

The Lincoln County Demonstration Center is used to house all the materials, equipment, and printed information. This information and material is catalogued and made available along with all the equipment to all schools when needed. A moble unit is used to deliver the materials and equipment.

In all phases of the project with the aid of consultants, the coordinator, teachers, and principals have the responsibility of selecting these specified methods and materials to be incorporated at a given stage.

I. Types of audio-visual materials for occupational education

   A. Closed circuit television
   B. Controlled readers
   C. Displays
   D. Films
   E. Filmstrips
   F. Microfiche
   G. Projectors, film and filmstrips
   H. Tapes, records, and record players
   I. Transparencies
   J. Flannel boards and chalkboards

II. Types of printed materials

   A. Books about occupational career choices, etc.
   B. Employment security publications
   C. Magazines and newspaper articles related to careers
   D. Pamphlets
   E. Professional product kits of occupational briefs such as careers and SRA kits
   F. Occupational briefs from professional technology
   G. Textbooks

III. Types of occupational orientation activities

   A. Career games
   B. Models
   C. Mock-up
   D. Puzzles
   E. Simulated materials

IV. Department of Labor Publications

   A. Dictionary of occupational titles
   B. Employment Security Trends
   C. Job guide book for young workers
   D. Occupational outlook handbook
   E. Occupational Outlook Quarterly

V. Types of Guidance Materials

   A. Guidance kit for elementary counselors and teachers
   B. Professional guidance series booklet
   C. Basic guidance kit

D. SRA guidance series
E. Keys to vocational decisions, grades 8-12
F. Career information kits, grades 10-12
G. Careers for high school graduates, grades 7-12
H. Careers for women, grades 7-12
I. Job family series, grades 9-12

VI. Types of Testing

A. Testing achievement, grades 1-12
B. Testing ability, grades 1-12
C. Testing aptitudes, grades 3-12
D. Testing personal preference and interest, grades 6-12
E. Testing high school placement, grades 8-9
F. Special testing in clerical, typing skills, etc., grades 9-12

As the project progresses, constant evaluation will be made and additional materials will be developed in workshops conducted by the coordinator.

## Strategies For Change

The exemplary staff composed of the project director and three coordinators obtained community support through formal and informal meetings with P.T.A. groups, business, civic and citizens groups. Various organizations, businesses, and community groups have been recruited to provide occupational resource persons to talk with students in the classroom, and for field trip sites. The strategy of involvement will be utilized continuously to assure the support necessary to insure program success. Teachers, students, school administrators, community leaders, employers, and parents will be further involved in effecting educational change. Concentrated in-service training accompanied by continuous professional development activities will continue to serve as the vehicle for involvement of educational personnel. Students and parent participation in conferences and counseling sessions and the expansion of the guidance program will be utilized to foster parent understanding and student participation in needs determination. The use of an advisory committee and community resources for work experience and cooperative education work stations is planned to cultivate community support and acceptance of the project, thus assuring its continuation beyond the time frame presently allocated.

The task prior to implementation also included training of professional personnel, conducting workshops and in-service training for teachers and administrators, reorganizing the curriculum, testing and advising students, developing model curriculum materials, establishing schedules, securing work stations, and performing other activities related to administration and supervision. Within the Lincoln County school system, the model adopted for the reorganized curriculum may be considered innovative. As such, Havelock's model for planned change was adopted.[19]

As one strategy for installation, exemplary staff identified social systems within the county with particular emphasis upon the communication frequency and contact between individual families. The purpose of studying this aspect of the county was to identify the educational, political, economic, and social leaders. Educational leaders were asked to meet early in the discussions in order to assist in the change in the theoretical framework for the new curriculum design. The following sequence of steps have been followed:

(1) Identification of legitamizers
(2) Meetings with legitamizers
(3) Meetings of all teachers, supervisors, and administrators
(4) Identification training needs
(5) Development committees to study needed curriculum changes
(6) Committees developed new curriculum, guides, materials, and schedules by grade level groups.
(7) Workshop held for teachers and principals in seven pilot schools when the Career Education Program was initiated this fall. The workshop facilitated program assimilation through focusing on team building and organizational development, creation of

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[19] Ronald G. Havelock, "A Guide to Innovation." University of Michigan, January 20, 1971.

> teaching units, correlation and blending of academic subjects into a career awareness focus, and planning and administrative contingencies.

The implementation strategy also utilized a sequential phasing in of the career education concept, with grades 1-6 in seven pilot schools being involved in the fall of 1971, the counties' remaining elementary schools and grades 7-8 scheduled for involvement in the spring of 1972, and grades 9-12 will be brought in at the beginning of the 1972-73 school term.

### Initial workshop emphasized both task and process elements in project implementation

The faculty in the seven pilot schools selected for initial project implementation participated in a week long workshop just prior to the opening of the 1971-72 school term. Those involved were thirty-four teachers in grades 1-6, as well as principals from the schools.

Many worthwhile innovative programs fail because of inadquate attention to the human relations or process phase of the project. Although technical and informational components are often highly functional and relevant, process problems may intervene to minimize the potential effectiveness of the effort. In order to avoid this barrier to program implementation the staff of the Lincoln County Exemplary Project organized the workshop around a dual approach, designed to focus on both human relations and technical skill elements. The model of planned Organizational Development and change shown in Figure 3 illustrates the dual emphasis of the Lincoln Workshop, and the strategy which project staff members plan to utilize in completing the total project.

FIGURE 3
Planned Organizational Development and Change
A Dual Emphasis

| Orientation | Problems | Goals | Change Agent Role |
|---|---|---|---|
| Process | Poor Utilization of Group Resource<br>Poor Problem Solving Procedures<br>Powerlessness-low Influence<br>Lack of intergroup linkages<br>Dehumanized organization<br>Non Involvement-Apathy<br>Inept Leadership<br>Communication Breakdowns<br>Etc. | Increased Group and Organizational Competancy<br>In the Process Dimensions necessary for Sucessful Task Implementation | Change Educator focuses on social systems, relationships, communication,co-operation and other people centered problem areas. |
| Task | Introduction of Career Awareness Program-Grades 1-6<br>Introduction of Career Orientation and Exploration Grades 7-10<br>Implementation of Vocational Courses-Grades 11-12<br>Job Placement | Specific Task Achievement<br>Project Completion | Task or Informational Specialist who centers on Information, Subject Matter, Task. |

Problems: Usually we think of group and organizational problems in the "task" category. In fact, in most groups and organizations, "process" problems also exist (e.g. undemocratic decision making), and may block any "task" action.

Goals: Process oriented goals seek development of problem solving abilities as well as solutions. This ability can be expressed in working on both process and task problems.

Change Agent Role: The change Educator is more "process" oriented, while the task specialist focuses on the "task". As a team they may combine the two models into one.

The first day of the workshop, which ran for six hours daily, was devoted to staff and group development, team building and the creation of a consultative helping relationship between project coordinators and participating teachers. The framework for this session was a sequential group building process which took all participants through four basic stages of team development, from getting acquainted and trust building, to the formation of helping relationships, and finally group colloboration on a common task. Through the use of a modified laboratory training approach participants were divided into four groups, each with a leader trained in group dynamics. Experimental situations were created which allowed participants to be involved in, and learn first hand about effective communication, consulting, problem solving, planning, feedback, group decision making, and team work.

The second day a model of career development education was presented in the total group with reaction and discussion following in the small groups that were built the first day. The model emphasized the sequential approach with first graders learning about occupations in the immediate family, and each grade broadening its perspective until sixth graders would be studying the interdependence of occupations on a world wide basis. Junior high orientation and exploration would lead to specific choices at the senior high level followed by post high school technical training, a job, or continued academic training. Also on the second day a speaker from a similar project already in operation shared experiences and insights gained from the efforts of he and his staff. Again, the cohesive, unified groups created during the first day were able to share effectively the application of this presentation to implementation of the project in Lincoln County Schools.

On Wednesday, each of the four groups went through the process of developing a Career Awareness Unit that could be used in the Classroom, culminating in a role playing situation, in which the groups simulated typical roles played by the occupational persons on which the units focused. Each group observed the others in their role playing efforts, and then offered constructive feedback on positive and negative elements noted.

Thursday's session opened with a lecturette (short lecture) to the total group on unit development, including objectives, methodology, and important unit elements. The Lincoln County program emphasized the inclusion of six elements as being important in maximizing the effectiveness of each unit. These are field trips, use of a resource person from the occupation studied for a conference in the classroom with students, correlation of academic subjects, identification and study of related occupation including role playing and manipulative activity. The remainder of Thursday was spent with teachers divided by grade level developing actual units for use in the classroom during the school year. Units created by project staff were used as models. Project coordinators acted as consultants on procedural, technical, and process concerns of the groups.

On Friday, work was completed on the units, and the final afternoon session saw the seven school faculties meeting as a staff to plan around scheduling, correlation of subject matter and team teaching concerns, as well as issues involved in securing resources and materials. Initial units were selected for implementation during the first semester. Plans were also outlined for the maintenance of continued contact between central staff and teachers in a systematic consulting - helping relationship.

By the end of the workshop the various school staffs, both teachers and administrators were well organized and ready to begin the first semester of

Career Awareness activities in Lincoln County. Data gained from verbal contact with teachers and principals indicated that the two-pronged approach of the workshop resulted in the development of a cohesive, committed team of teachers, principals and central project personnel unified around the Career Awareness concept, with skills in the technical or informational aspect, as well as competance in such process areas as communications, cooperation and problem solving. Hopefully, this combination can be the key to a successful project which facilitates central staff and teacher integration, and accelerates the development and maintenance of teamwork and consensual behavior. The change model used in the workshop is congruent with Franklin's concept of the change Educators role; "the problem is not his sole concern. He is aware of the client system's process of development. He remains as sensitive to the organic life of the group as to its chosen target, for these are intertwined".[20]

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[20] Franklin, Richard. Toward The Style of The Community Change Educator. Washington, D.C. NTL Institute, 1969, p. 17.

## Instructional Staff

The project staff consists of a Director and three Coordinators, a Curriculum Coordinator, Human Resources Coordinator, and Guidance Coordinator.

Herbert B. Holstein is Project Director and Director of Vocational Education in Lincoln County. Mr. Holstein received his A. B. from Glenville State College in Business Education and Physical Education, and his M. A. at West Virginia University in Physical Education and Secondary Administration. He also studied Secondary School Administration at George Peabody College and Distributive Education at Ohio State University.

Mr. Holstein's employment experience includes work as a clerk in an A & P Supermarket, two years in the U. S. Army in Artillery and Communications, clerk in a department store, manager of a restaurant, high school teacher, coach and principal, MDTA and Adult Education Instructor and Distributive Education Coordinator. Since June 27, 1970, he has been Director of Vocational Education in Lincoln County Schools. He wrote the proposal which served as the basis for the funding of the County's Exemplary Project.

Thomas E. Woodall is Guidance Coordinator for the Exemplary Project. He received his B. A. degree in Sociology, Magna Lum Laude from Morris Harvey College, and the M. S. degree from West Virginia University. He is currently working toward completion of a certificate in Counseling and Guidance at West Virginia University. His employment experience includes five years as a fingerprint technician for the Federal Bureau of Investigation, two and one half years in elementary teaching and as a high school American Literature teacher, one year as a life insurance agent, four years as a Social Worker, and three years as an extension agent with West Virginia University's pilot project in Community Development. He also directed the West Virginia Governor's Neighborhood Youth Corps Program in the summers of 1969 and 1970, a project which employed 2,500 disadvantaged young people in jobs with six state agencies. From 1969 to 1970 he served as Training Coordinator in the Governor's Office of Federal State Relations where he was responsible for staff and organizational development in the West Virginia Office of Economic Opportunity. He also has had experience as a counselor in the West Virginia Department of Employment Security where he aided disadvantaged adults to plan and go through a sequence of educational and training experiences designed to lead to productive employment. Mr. Woodall is the author of a number of publications in such areas as community development, human relations training, group dynamics, manpower training and career development.

Billy J. Burton is Curriculum Coordinator for the Exemplary Project. He received his A. B. degree from Morris Harvey College, Charleston, West Virginia, and will receive his M. A. degree from West Virginia University in May. He has also taken classes in Vocational Education at Marshall University, Huntington, West Virginia. Mr. Burton has studied under an NDEA grant at Flordia State University.

His employment experience includes manager trainee for the F. W. Woolworth Company, designer and consultant for Hamlin Floral, assistant dining room manager for Boone Tavern Hotel, Berea, Kentucky, four years as an elementary teacher and eight years as a secondary teacher, where he was Senior Class Sponsor, Senior Class Play Director, Chairman of Lincoln County Comprehensive Educational Program, Chairman of Social Studies Department, Student Council Advisor, Assistant Debate Coach, Debate Judge, and acting Vice Principal. He is also a graduate of the National School of Aeronautics, Kansas City, Missouri.

Since February, 1971, he has been active as Curriculum Coordinator in the Lincoln County Exemplary Project.

Daryle G. Elkins is Human Resource Coordinator for the Exemplary Project. He received his education at the following instituations: B. S. Morris Harvey College, M. A. in Educational Administration, West Virginia University, graduate of Business College and Vocational Education at Marshall University. He has attended workshops sponsored by West Virginia University in Educational Leadership.

Mr. Elkins has been in business for fifteen years. He has been a principal, assistant principal of a high school, and teacher of a secondary school. He has also had experience as a Job Placement Coordinator for a Business Training Program for the last two years.

# PILOT SCHOOLS AND TEACHERS IN LINCOLN COUNTY EXEMPLARY PROGRAM

### Hamlin

Mary Bias
Elizabeth Carper
Amy Linville
Ida Curry
Dorothy Lovejoy
Marie Mays
Mazelle McMellon
Emma Miller
Nancy White

### Midway

Shirley Dugan
Sharon McMellon
Janice Moore
Pauline Rymer

### Pleasant View

Mauna Adkins
Nancy Cooper
Virginia Johnston
Sue Lawson
Mary Midkiff
Nona Shelton
Ali Reba Yeager

### Atenville

Daisy Brumfield
Anna Workman
Faye Williams
Dennis Richards
Anna Blair

### Ferrellsburg

Bertha Adkins

### Griffithsville

Janette Jackson
Jewell Dawson
Jimmy Stowers
Nora Stewart
Omal Valentine
Hester Adkins
Sherry White

### Garretts Bend

Steve King

### Sumerco

Doris White
Larry McCallister

## D. Results and Accomplishments of The Project

### Advisory Committee

An advisory committee for the project was selected by the project director and coordinators, recommended by the Superintendent of Schools and approved by the County Board of Education, effective March 20, 1971. The advisory committee as finalized included:

| | |
|---|---|
| Elementory Teacher | (1) |
| Secondary Teacher | (1) |
| Guidance Counselor | (1) |
| Elementary Principal | (1) |
| Secondary Principal | (1) |
| Business | (1) |
| Industry | (1) |
| Professional (Dentist) | (1) |
| Other Agency (SAC-antipoverty) | (1) |
| Parents | (4) |
| Students | (4) |

Periodic meetings have been held and continuous formal and informal contacts with the advisory committee have permitted a high degree of involvement on the part of members in the development of the Exemplary Project.

### Facilities

It has been necessary for exemplary project staff members to locate their offices temporarily in the Lincoln County Demonstration Center while the Lincoln County Vocational and Technical Center is being renovated. Work on the center is now three months ahead of schedule, and it is anticipated that the staff will be able to move into offices in the building around March of 1972. In about three months, equipment will be installed and vocational classes are scheduled to begin in the building in the fall of 1972.

## Commercially Produced Curriculum Materials and Supplies and Development of Bibliography

Materials from major publishing companies were reviewed through-out the year for appropriateness to the objectives of the project. Additional materials from other exemplary projects, state and federal agencies and private companies were reviewed. As a result, a wide variety of resource, curriculum, and guidance materials were acquired. A basic bibliography of commercially produced materials has been compiled by the exemplary staff. See Appendix B. The staff later incorporated the commercial materials into an Annotated bibliography. See Appendix C.

## Equipment

Equipment purchased includes a microfiche reader, photo-copy machine, typewriters, mimenograph machine, stencil-maker, paper punch and binder, tape recorder and calculator.

## Curriculum Development

Model curriculum units for grades 1-8 were completed during the year. The curriculum units have been used by teachers in grades 1-6. However the units for grades 7-8 will not be used until next semester, when they will be incorporated in the 7th and 8th grades in county schools. Copies of all curriculum units are included in Appendix D.

## Development of Annotated Bibliography of Locally Produced Materials

The exemplary project staff have developed a variety of locally produced materials that could be useful in developing and implementing a career education program. Among these materials are curriculum units, tests of occupational knowledge, papers and articles dealing with program development and implementation strategies, and teacher training. An annotated bibliography describing these materials has been created by staff members. The bibliography gives a description of all these materials. See Appendix E.

## Implementation of Career Awareness Component In Seven Pilot Schools

The career awareness phase of the project (Grades 1-6) was initiated in seven pilot schools in

September of 1971. The effort included 34 teachers serving about 1,000 students. Although the program has only been in operation for three months in these schools, teachers have indicated an enthusiastic reaction from students. Use of multi-media occupational information, field trips, resource persons, role playing and occupational simulation are all being used. Occupations studied thus far include postal workers, law enforcement, carpentry, transportation, banking, airline occupations, baking, television, crafts and newspaper publication.

Teachers and principals indicated that absenteeism has taken a sharp drop, and that the enthusiasm of faculty and students alike has re-generated the educational adventure in a new and exciting way. More information will be gathered as the project progresses. Data gained thus far from teachers, students and administrators indicates that the Lincoln County Career Education Project is a significant breakthrough in efforts to humanize, individulize, and make more relevant an educational process that all too often has become a cold and alien venture, isolated from the excitement and reality of life.

## In Service Training

A week long workshop for the thirty four teachers in the seven pilot schools was held in August, 1971 to inaugurate the effort. One day of the workshop was devoted to a group dynamics laboratory which focused on team building by moving both project staff and teachers through a planned sequence of group building activities, going from a heterogeneous collection of individuals to a relatively homogeneous, cohesive, and committed group or team unified around the occupational awareness concept. Also built into this phase of the workshop was an emphasis on building the consulting-helping relationship between project staff and teachers, developing skills in group collaboration, and facilitating an effective communication system between all participants. The next step in the workshop was a transition to actual work by teachers, with the exemplary staff as consultants in the development of objectives, curriculum, and activities by levels, utilizing the skills in group cooperation and teamwork gained in the first part of the workshop.

This approach to team building is a modification of a model of group or team development set forth by Samuel Culbert who hypothesized that any group of people that expects to function together effectively in a unified, supportive way goes through a series of group building phases from getting acquainted, trust formation, and developing a helping relationship, to group collaboration. By moving a collection of individuals through such phases in a workshop setting, this process can be accelerated so that the team building can be accomplished in a short time rather than weeks or months of unplanned, team or group formation. These concepts were utilized by exemplary staff in working with teachers in the August in-service workshop, facilitating the process of staff-teacher integration, and accelerating the process of group collaboration and consensual behavior. Two follow up sessions were held with pilot school teachers to reinforce the initial session and to further the consulting relationship between project staff and teachers. A more detailed account of the workshop has been given in a previous portion of this report under the section "Initial Workshop Emphasized Both Task and Process Elements In Project Implementatio

## Field Trip Preparation

The exemplary staff began early in the initial project year, and continued throughout the period to make contacts with appropriate sources in order to establish sites for class field trips. Exemplary staff members also developed a series of guidelines for use by teachers in taking students on field trips, and included a copy of these guidelines in each of the curriculum resource units for the various grade levels.

### Dissemination of News Releases

News releases were disseminated to area news media throughout the year, particularly newspapers. All copies of the newspaper articles have been included in our Quarterly Reports.

### Publications

Exemplary project staff members have co-authored a number of articles for publication in professional journals. Copies of the articles published thus far are included in Appendix F. A listing of these publications follows:

"Practical Business Training Course Helps Adults, Others Find Employment," published by West Virginia School Journal, Charleston, West Virginia, October, 1971.

"Task and Process in Career Education - A Model for In-Service Teacher Workshops," published by The Educational Informer, Educational Administration Services, Beloit, Kansas, November, 1971.

Another article has been accepted by The Guidance Clinic, and will be published within the next few months. Other articles are under consideration by a variety of journals.

## Teachers Initiate Unit Development

Using curriculum units developed by the exemplary staff project teachers have now begun to develop their own units for use in their classrooms. These units can also be duplicated and shared by other teachers.

## Diffusion of Innovative Techniques

A new flexible and experimental attitude has been generated by the exemplary project on the part of participating teachers. A number of teachers have gone to a learning center concept in their classrooms, and an activity centered approach with their students.

## Pilot Careers Class

Planning is now underway for an experimental pilot careers class at Guyan Valley High School for 9th and 10th grade students. Students will learn about a number of occupational clusters, with an opportunity for in-depth study of some, and focus on a better understanding of themselves in terms of attitudes, abilities, values and preferences, and how these are relevant to the occupational world.

## Adult Education Classes

The county's adult education program previously minimal in scope, has been expanded, and now a variety of business and clerical training courses are in operation, with a 100% increase in the number of post-secondary adults involved. Coupled with this training is a job placement service operated for students in cooperation with The Department of Employment Security.

## Development of Occupational Knowledge Tests Grades 1-6

Exemplary staff members developed a series of occupational knowledge tests for students in grades 1-6 because of the nonexistence of standardized instruments for measuring student occupational knowledge in these grades. The tests are being used on a pre-and post-test basis, to compare the growth in occupational knowledge of students in the Lincoln County Career Education Project with a control group of non project students. The tests increase in complexity and difficulty with each level, and ask students to answer questions dealing with identification of workers, linking workers with the tools of their trade, placing workers in the environmental setting in which their job is performed, and identifying the proper duties of occupational persons. The tests on each level are discussed in detail in the Annotated Bibliography of locally produced materials previously referred to. Each test has thus far been given once to each child in the Lincoln County Project, as well as to those not involved. Project staff are currently involved in tabulating and analyzing the results.

## Supplementary Guidance At Guyan Valley High School

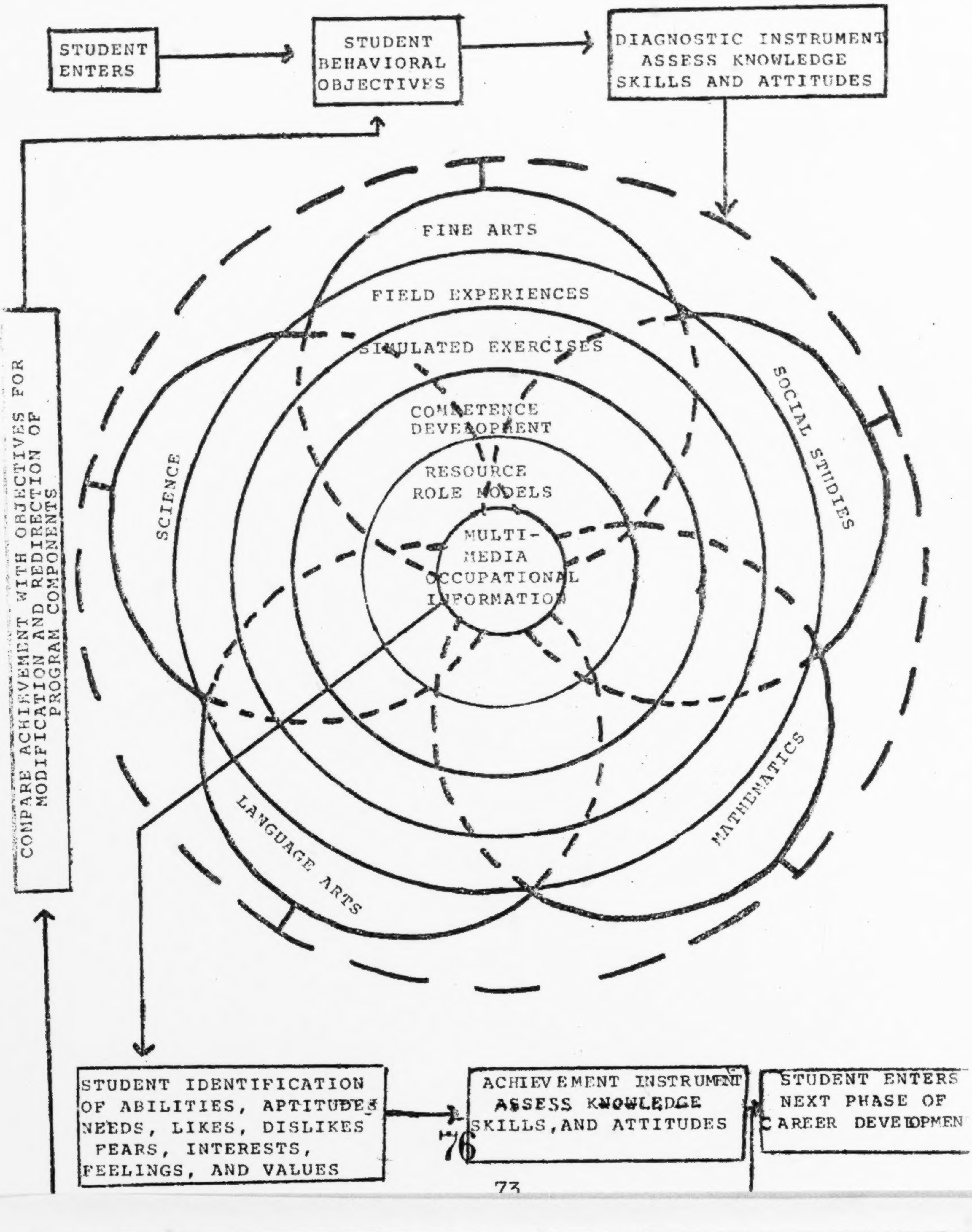
Although the total project will not be activated in grades 9-12 until fall, 1972, supplementary guidance work was done at Guyan Valley High School this fall at the request of school officials. The Ohio Vocational Interest Survey was given to 9th and 11th grade students, and interpreted to them in small groups. A team approach was taken, involving the Exemplary Project Guidance Coordinator and the counselors and classroom teachers at the high school.

## Development of Career Awareness Model Showing Correlation of Academic Subjects And The Inter-Relatedness of Various Unit Components

The curriculum has become much more experience based providing students with opportunities for field experiences, competence development, simulations of occupations, contact with actual role models of various occupational persons, and access to a wide variety of multi-media occupational information. A curriculum blending approach has been taken, with the traditional academic subject matter areas organized around a career education theme, and using team teaching as a vehicle for implementation. The Lincoln County Career Awareness Curriculum Model emphasizes the student's entering the program at any given point among the academic alternatives and career education elements on the basis of the results of his contact with a diagnostic instrument which assesses his occupational knowledge, skill, and attitudes. Throughout his involvement he will have an opportunity to assess his acquistion of occupational knowledge,skills,and attitudes through the use of Achievement Instruments which will aid in identifying his abilities, aptitudes, needs, likes, dislikes, fears, interests, feelings, and values, with an opportunity for modification or re-cycling of his involvement in the curriculum if appropriate. Flexibility, involvement, and experience are the key elements in the current curriculum approach. Figure 4 (Lincoln County Career Awareness Model) depicts this approach in a visual fashion.

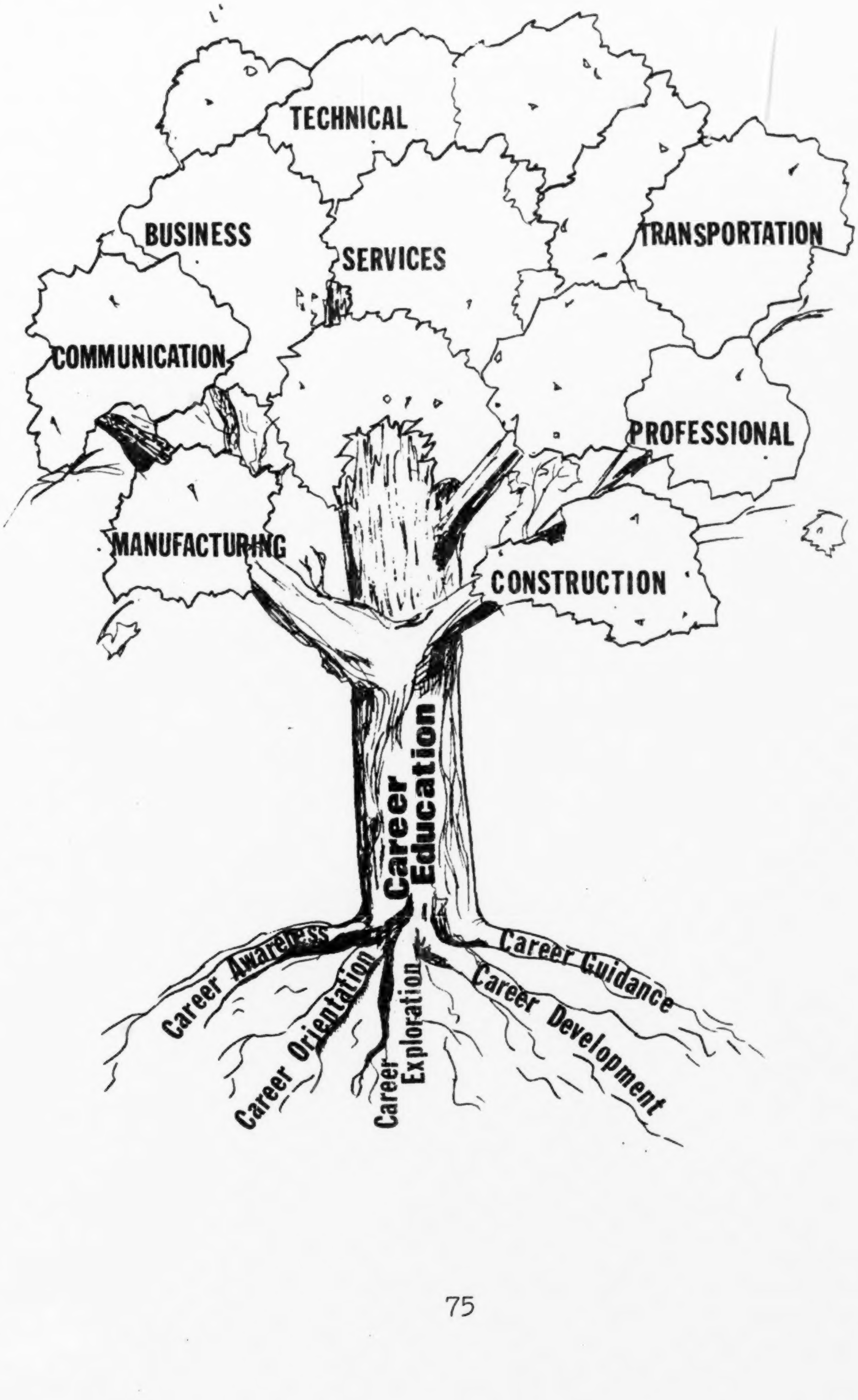
FIGURE 4

LINCOLN COUNTY CAREER AWARENESS MODEL


STUDENT ENTERS
STUDENT BEHAVIORAL OBJECTIVES
DIAGNOSTIC INSTRUMENT ASSESS KNOWLEDGE SKILLS AND ATTITUDES
FINE ARTS
FIELD EXPERIENCES
SIMULATED EXERCISES
COMPETENCE DEVELOPMENT
RESOURCE ROLE MODELS
MULTI-MEDIA OCCUPATIONAL INFORMATION
SCIENCE
SOCIAL STUDIES
LANGUAGE ARTS
MATHEMATICS
COMPARE ACHIEVEMENT WITH OBJECTIVES FOR MODIFICATION AND REDIRECTION OF PROGRAM COMPONENTS
STUDENT IDENTIFICATION OF ABILITIES, APTITUDES NEEDS, LIKES, DISLIKES FEARS, INTERESTS, FEELINGS, AND VALUES
ACHIEVEMENT INSTRUMENT ASSESS KNOWLEDGE SKILLS, AND ATTITUDES
STUDENT ENTERS NEXT PHASE OF CAREER DEVELOPMEN

## Development Of Model Linking Career Education To The World Of Work

The model shown in Figure 5 illustrates the relationship of the various Career Education Components to the total world of work. Participation in the various components shown in the roots of the Career Education tree leads to the various world of work occupational clusters shown at the top of the tree.


TECHNICAL
BUSINESS
SERVICES
TRANSPORTATION
COMMUNICATION
PROFESSIONAL
MANUFACTURING
CONSTRUCTION
Career Education
Career Awareness
Career Orientation
Career Exploration
Career Guidance
Career Development

## E. Evaluation of the Project

The evaluation of the Lincoln County Exemplary Project is being conducted by Dr. Charles I. Jones and Dr. LeVene A. Olson of Marshall University. The evaluation proposal has previously been submitted by Drs. Jones and Olson to the U. S. Office of Education. The general question in the evaluation study involves the acquisition of knowledge by students in grades 1-6 upon which future decisions can be based. The specific research question asked in this study is as follows:

Will the student who has been provided with experiences in the Lincoln County Exemplary Program possess more knowledge about occupations than the student who has not been provided with these experiences?

The instruments used for answering these questions will be the tests of occupational knowledge developed by the Lincoln County Exemplary staff, given to project and non project students on a pre and post test basis. The evaluation will be completed in the spring of 1972.

Drs. Jones and Olson are forwarding to the U. S. Office of Education on interim evaluation at the end of December, 1971. See Appendix G for a copy of the Interim Evaluation.

## F. Conclusions, Implications, And Recommendations For The Future.

The following observations and, recommendations have been developed by the Lincoln County Exemplary staff in cooperation with Marshall University's evaluation team, and are based upon perceptions gained from visits with project teachers on selected occasions and observations of project activities.

OBSERVATIONS:

(1) The assistance (time and materials) provided the director and coordinators to the teachers is adequate. The teachers are very much aware of the services offered by the director and coordinators and freely elicit assistance when they perceive a need.

(2) The teachers are making excellent progress in implementing the career awareness program usin the components or strategies of field trips, simulation activities, psychomotor activities, guest speakers, and multi-media activities.

(3) Some of the teachers seem to be having problem correlating the existing disciplines of social studies, mathematics, language arts, science, and fine arts with the study of occupations. It appears that part of the problem of integrating the career development concept into the elementary curriculum is related to the

teachers' feeling that they must continue to teach the "3rd Grade Reader," etc. Additional inferences concerning the need for curriculum integration appears to stem from the teacher's need for acquiring additional skills to bridge the gap between the present curriculum and career development materials and concepts.

(4) Some of the teachers seem to be having problems initiating new units. The problem appears to be a lack of understanding concerning the extent to which curriculum blending (academic tie-in) and strategies are to be used.

(5) An excellent conceptual approach appears to be developing through the efforts of Mrs. Ida Curry and Mr. Ed Woodall for the sixth grade level. The approach is that of looking at the interdependence and interrelations of an occupation, the occupational cluster, and the clusters of occupations in the local community, beyond the community, state-wide, and worldwide.

RECOMMENDATIONS:

(1) Additional concrete examples of the use of strategies as they are related to the existing disciplines should be provided to selected teachers. Possibly the assistance of some

of the outstanding teachers (Mrs. Bertha Adkins, Mrs. Amy [illegible], Miss Doris White) would be elicited.

(2) Additional emphasis needs to be provided concerning the concept that the students may enter the study of occupations through any of the existing disciplines. The discipline selected would depend on the occupational area studied. Subsequently, other disciplines should be utilized in studying the occupationa area.

(3) The teachers need to be made aware that the strategy used to begin the study of occupatio will depend on a determination by the teacher as to the best means for stimulating student interest. Emphasis needs to be placed on the fact that all or merely selected strategies can be used depending on the occupational area

(4) That the teachers continue to utilize the "sta adopted" texts for skills development.

(5) That the teachers utilize career education materials a. to supplement "state adopted" texts, b. to integrate content into state adopted schedules for skill development.

(6) That a team of elementary education specialist knowledgeable in career development be employed as consultants to evaluate the status of curriculum integration, and develop procedures for closing the gap.

(7) Additional training be provided for those teachers having problems in curriculum integration.

RECOMMENDATIONS: Dr. Danny Fulks - Director of Elementary Education, Teachers College, Marshall University.

(1) The majority of the professional staff members directly involved are committed to the program As one would anticipate, however, with a new educational program as dramatic as the Lincoln County Program the degree of personal commitment and program conceptualization varies among the staff. These variations range from an essentially total commitment and conceptualization to a lesser degree of commitment that has resulted in a more limited program development. It is the writer's subjective judgement that approximately seventy percent of the teachers are committed to a high degree with the remaining thirty percent gradually decreasing in development and production. In view of the fact that the

program is esoteric and that educational change is a traditionally slow process, the program has achieved a high degree of success in the limited time it has been in effect. The professional staff should be commended in their efforts that are apparent to date. The supervisory staff, moreover, appear to have a philosophic orientation that is congruent to the program objectives and they are functioning effectively in their supportive roles.

(2) Informal contracts relative to degree of commitment should be effected with each member of the professional staff individually. Where this has already been done, these contracts should be revitalized and discussed periodically.

(3) More inter-school and intra-school communicatic means should be established for all staff members in the program. Ways of helping each other including the exchange of ideas should be encouraged. A monthly publication consisting of brief capsules of classroom activities would possibly be beneficial.

(4) The career awareness units should be the central focus of the total curriculum by all

staff members working with children. The traditional skills and knowledge acquisition should emerge from the units that are developed Teachers should be cautious that they do not use career awareness as an adjunct to the traditional program. For example, spelling lessons should be confined to those words that are peculiar to a given unit. The traditional list of spelling words should be excluded.

(5) In keeping with the assumption that the career awareness program should be activity oriented, the physical effects within the classroom should be restructured to accommodate activitie All superfluous materials, old blocks, et cetera, should be removed from the classrooms and stored. Materials that are in rooms which will not be used in the near future should be stored until they are needed. Bookcases, teachers' desks, cabinets, and other pieces of equipment should be pulled away from the walls and used to set apart centers for various activities. All books and material should be kept within easy reach of children. The shelves above the coat racks can be used by children if a small step ladder or stool is

available. The personal materials that the children own or that is checked out to them should be stored in individual carriers or in boxes. These materials should be removed from the desks permitting more flexibility in seating arrangements. No child should have a desk that is his personal desk consistently. These items should be free for sharing and various activities.

(6) The activity-centered, informal classroom should be one of the goals of all staff members. The utilization of inexpensive junk and other matter should be effected to the fullest. Such items as discarded clothing, alarm clocks, radios, television sets, as well as saws, hammers, paste, glue, cardboard, et cetera should be brought into the classrooms. Students should be totally involved in planning and effecting the program units. They should be encouraged to cut, paste, glue, hammer, pound, color, build, measure, design, in effect, to utilize all of their senses where feasible and they must be encouraged to plan and effect the room arrangements, displays, and activities with a minimum of direct teachers advice. The teachers should become

helpers, environmental managers. The classroom should become a world the children have produced. Teacher made displays and bulletin boards are of questionable value, however attractive they might be.

(7) Staff members are free from the traditional curriculum of knowledge and skills. Any pressure to follow a traditional pattern is probably self-imposed from past experience. There is a need, where this pressure exists, for the staff members to free themselves and give their total attentions to the new directio that the program demands.

(8) Flexibility as a behavioral model is essential for all staff members. For example, a second unit can begin before a first one is finished; units can, and probably should, overlap; some children can be functioning with one unit while others function with another; in short, staff members should not let small hang ups keep them from proceeding with their program development.

(9) Although staff members in departmentalized areas may find it more difficult to proceed with their program development, it should not severely hamper the program and could, if

viewed in a different way, enhance the program. Although a teacher may see students only forty-five minutes, this time can be spent on a career awareness unit; and even though social studies is the content orientation, for example this content material should be centered around units that are relative to the program.

(10) Staff members should read widely about the concept of the open classroom as it is exemplified in the British School System. These activity-centered, child oriented, classroom can serve as a model for building programs in career awareness. Silverman's, Crisis In The Classroom, Rogers, Teaching In The British Primary Schools, and the interpretations of Piaget's work should be available for the professional library.

(11) Perceptual materials such as those produced for the ESS by McGraw Hill, and other materials that help children learn to think, and lend themselves to the career awareness program. Learning games, even checkers and chess are valuable learning activities for children. Open questions should be posed for the children's consideration. Instead of asking, "What is a handsaw?" looking for a correct answer such

as, "a thing to cut wood with," the question should be, "How many different things could one do with a handsaw?" These kinds of questions lead toward thinking, perception, creativity, all necessary adjuncts to a vital program in career awareness.

# APPENDICES[1]

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|---|---|
| Appendix A | Bibliography |
| Appendix B | Resource Bibliography For Vocational Education<br>Volume I of Volume I |
| Appendix C | Annotated Bibliography of Commercially Produced Materials<br>Volume I of Volume II |
| Appendix D | Lincoln County Career Education Curriculum Resource Units-Levels 1-8<br>Volume I of Volume III-Level 1<br>Volume II of Volume III-Level 2<br>Volume III of Volume III-Level 3<br>Volume IV of Volume III-Level 4<br>Volume V of Volume III-Level 5<br>Volume VI of Volume III-Level 6<br>Volume VII of Volume III-Levels 7-8 |
| Appendix E | Annotated Bibliography of Locally Produced Materials<br>Volume I of Volume IV |
| Appendix F | Publications of Exemplary Project Staff |
| Appendix G | Interim Evaluation |

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[1] The Materials listed in Appendix B, Appendix C, Appendix D, and Appendix E have been bound in individual volumes and included under seperate cover, organized as shown above.

## Appendix A

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## Appendix F

## PUBLICATIONS OF EXEMPLARY PROJECT STAFF

A CLEARINGHOUSE
OF NEW TEACHING IDEAS
AND TECHNIQUES

the EDUCATIONAL INFORMER

## TASK AND PROCESS IN CAREER EDUCATION – A MODEL FOR IN-SERVICE TEACHER WORKSHOPS

A new project in the Lincoln County, West Virginia school system is attempting to integrate a program of total career awareness, guidance, and job placement services throughout grades 1-12. Based on the assumption that students in high school need a base of accurate and objective occupational information in order to make valid vocational choices, the project staff of three coordinators and a director is attempting to involve classroom teachers in a sequential effort designed to phase all grades in the county's schools into the program over a three year period. The initial thrust, now underway, involves 34 teachers in grades 1-6 in seven pilot schools, serving approximately 1,000 students.

Many worthwhile innovative programs fail because of inadequate attention to the human elations or process phase of the project. Although echnical and informational components are often highly functional and relevant, process problems may intervene to minimize the potential effectiveness of the effort. In order to avoid this barrier to program implementation the staff in the Lincoln County Exemplary Project in Career Awareness organized a week long workshop with a dual approach, designed to focus on both human relations and technical skill elements.

The first day of the workshop, which ran for ix hours daily, was devoted to staff and group development, team building and the creation of a onsultative helping relationship between project coordinators and participating teachers. The framework for this session was a sequential group building process which took all participants through our basic stages of team development, from getting acquainted and trust building, to the ormation of helping relationships, and finally roup colloboration on a common task. Through he use of a modified laboratory training approach articipants were divided into four groups, each with a leader trained in group dynamics. Experimental situations were created which allowed participants to be involved in, and learn firsthand about effective communication, consulting, problem solving, planning, feedback, group decision making, and team work.

The second day a model of career development education was presented in the total group with reaction and discussion following in the small groups that were built the first day. The model emphasized a sequential approach with first graders learning about occupations in the immediate family, and each grade broadening its perspective until sixth graders would be studying the interdependence of occupations on a world wide basis. Junior high orientation and exploration would lead to specific choices at the senior high level followed by post high school technical training, a job, or continued academic training. Also on the second day a speaker from a similar project already in operation shared experiences and insights gained from the efforts of he and his staff. Again, the cohesive, unified groups created during the first day were able to share effectively the application of this presentation to implementation of the project in Lincoln County Schools.

On Wednesday, each of the four groups went through the process of developing a Career Awareness Unit that could be used in the classroom, culminating in a role playing situation, in which the groups simulated typical roles played by the occupational persons on which the units focused. Each group observed the others in their role playing efforts, and then offered constructive feedback on positive and negative elements noted.

Thursday's session opened with a lecturette (short lecture) to the total group on unit development, including objectives, methodology, and important unit elements. The Lincoln County program emphasized the inclusion of six elements as being important in maximizing the effectiveness of each unit. These are field trips, use of a resource person from the occupation studied for a conference in the classroom with students, correlation of academic subjects, identification and study of related occupations, and classroom simulation of

(CONTINUED ON THE FOLLOWING PAGE)

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## TASK AND PROCESS IN CAREER EDUCATION – A MODEL FOR IN-SERVICE TEACHER WORKSHOPS

(CONTINUED FROM THE PRECEDING PAGE)

the occupation including role playing and manipulative activity. The remainder of Thursday was spent with teachers divided by grade level developing actual units for use in the classroom during the school year. Units created by project staff were used as models. Project coordinators acted as consultants on procedural, technical, and process concerns of the groups.

On Friday, work was completed on the units, and the final afternoon session saw the seven school faculties meeting as a staff to plan around scheduling, correlation of subject matter and team teaching concerns, as well as issues involved in securing resources and materials. Initial units were selected for implementation during the first semester. Plans were also outlined for the maintenance of continued contact between central staff and teachers in a systematic consulting – helping relationship.

By the end of the workshop the various school staffs, both teachers and administrators were well organized and ready to begin the first semester of Career Awareness activities in Lincoln County. Data gained from verbal contact with teachers and principals indicates that the two-pronged approach of the workshop resulted in the development of a cohesive, committed team of teachers, principals and central project personnel unified around the Career Awareness concept, with skills in the technical or informational aspect, as well as competence in such process areas as communications, cooperation and problem solving. Hopefully, this combination can be the key to a successful project which facilitates central staff and teacher integration, and accelerates the development and maintenance of teamwork and consensual behavior.

Thomas E. Woodall, Billy J. Burton,
Daryle G. Elkins – Coordinators
Herbert B. Holstein, Project Director
Career Awareness Project
Lincoln County Schools
Hamlin, West Virginia

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## In Lincoln County

# Practical Business Training Course Helps Adults, Others Find Employment

By HERBERT B. HOLSTEIN
THOMAS E. WOODALL
DARYLE G. ELKINS
BILLY J. BURTON

A new business training program being carried ut in the Lincoln County school system may have mportant potential for other school systems, as well s for adult and community educators throughout the ountry who are searching for innovative solutions to the problems of disadvantaged adults whose unemployment is due to both a lack of saleable technical kills, and to social, cultural, and psychological deficiencies. The two pronged attack on these problems carried out in the Lincoln County program is ne model of what can be done in an economically nderdeveloped area through careful planning and ffective resource allocation.

**ackground of the Project**

An economic profile of Lincoln County recently published by the Office of Economic Opportunity gives a vivid indication of the severity of the problems facing its citizens, especially the disadvantaged adults. Among the data presented in the study were he following facts. The county has a per capita income level of $1,344, compared to the state level of $2,470. The unemployment rate of 12.1 per cent is ar above both the state and national levels. High chool dropout rates have long averaged well in excess of the state average. The rate of participation in he Federal Food Stamp program was 21 per cent as ompared to the state rate of 6.8 per cent. Only 3.9 er cent of students enrolled in grades 9-12 last year participated in vocational education programs designed to provide them with saleable skills because of the minimal resources available in Lincoln County or the implementation of such programs.

Against this background of economic and educational deficiencies, a survey was made by local chool officials in an area served by one of the county's four high schools to identify disadvantaged adults who had dropped out of school, or graduated without having had an opportunity to participate in vocational program. Community needs were also urveyed, including those in an adjacent urbanized ounty and it was discovered that significant demand xisted for adults trained in business skills. It was decided to attempt to develop a program to prepare workers who could fill this employment need, through a pilot project in business and vocational education, which could perhaps be later extended to the rest of Lincoln County, particularly in view of plans for development of a vocational high school program in the county seat of Hamlin. School officials were able to obtain federal and state funding to aid in project implementation due to the lack of sufficient financial resources at the county level. Fred Eberle, Assistant State Superintendent of Schools, and State Director of Vocational Education was instrumental in facilitating the funding process.

**The Trainees**

The initial survey resulted in recruitment of twenty-five adults, who expressed an interest in training. They were academically, socio-economically, or culturely deprived because of their status as school dropouts without training or experience in any technical job skill, or in the personal and social skills necessary for effective functioning in a business or work setting. Although some had graduated from high school, they had not been guided in the direction of vocational or business training, but had followed an academic college preparatory curriculum that was not appropriate to their need for saleable skills. All were unemployed and averaged thirty-five years of age.

A summer class initiated later drew generally younger enrollees, who had left school more recently, but who also had not yet been able to obtain employment.

**Focus on Training Classes**

As indicated earlier, studies of the characteristics of Lincoln County's disadvantaged and unemployed adults showed a dual deficiency that severely compounded their employment handicaps. Not only did they lack saleable technical skills, but years of apathy, resignation and inactivity had caused a deterioration of their self-confidence and the emotional and social skills so essential to successful integration

# Practical Business Course–

into the world of work. Thus it become clear to project officials that a two pronged attack on the problems of the training program's clientele would be mandatory for successful job placement of trainees.

Throughout the period in which trainees were in the project their instruction alternated in maintaining a balance between technical and business skills, and the restoration of the students sense of confidence and self worth, and the creation of social and emotional skills through emphasis on good work habits, proper business dress, and effective work attitudes. The student's accelerating skill and success in learning to perform the various business and office tasks included in the curriculum resulted in growth in self-awareness, responsibility, and a sense of the place of productive work performance in fostering a positive self-image, as well as providing a mechanism to obtain many of the satisfactions that life has to offer.

The technical phase of the training consisted of information in typing, filing, record keeping procedures, check writing, banking, and bookkeeping, with actual participation in bookkeeping procedures, and office machine operation. Supplementary instruction, where needed, was provided trainees in academic areas where a deficiency existed that impaired successful completion of the training program.

**Methodology of Program**

The training program staff consists of a program developer, placement coordinator and an instructor. The placement coordinator provides the link between the training program and the world of work through job development and placement services. A local advisory committee of school personnel and business representatives meets with project personnel periodically for advisory purposes. Constant evaluation is conducted by the program developer.

Materials utilized in the project covered occupational information concerning the world of work, in both printed and audio-visual form. Technical materials in the various business subject matter areas consisted of approved post secondary texts. Teaching methodologies ranged from the lecture approach to the experiential, with emphasis on practice in acquiring technical skills and the development of confidence and self-esteem through small group interaction. Project classes meet for fourteen weeks, twice a week for four hour night sessions during the regular school term. Summer classes run five days per week, four hours a day for five weeks.

**Results**

Thus far 50 trainees have entered the program. As they acquire an appropriate level of technical and social competence, the placement director, cooperating with the State Employment Service attempts to match trainees with suitable positions in business, government, and industry. Approximately 25 people have been placed in jobs. Continuous placement efforts are being conducted for others as their skills increase. A number of those who did not finish high school have acquired sufficient competence and confidence to pass the GED Test and obtain a High School Equivalency Diploma. Follow up data obtained from employers indicates a high level of performance from trainees in both technical ability, and proper work attitudes, work habits, dress, and human relations skills.

Further research will be conducted to better delineate the full impact of this project. But it appears, from data thus far generated, that the program represents a significant breakthrough in efforts to meet the needs of those who have been by-passed by the acceleration of technical skill requirements and the social, cultural, and psychological determinants of job success. The dual approach carried out in the Lincoln County Project can overcome the demoralizing effects of joblessness and non-involvement, and enable disadvantaged adults to gain the pride in accomplishment that comes from the ability to do a job, and to do it well.

## Appendix G

## INTERIM EVALUATION

# INTERIM EVALUATION REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-0682(361)

First Year Evaluation Of A Project Entitled:
Improving A Rural Area School Program with
Expanded Vocational Education Services by
Utilizing Comprehensive Career Orientation
and Exemplary Activities.

Exemplary Project in Vocational Eduation
Conducted Under
Part D of Public Law 90-576

LeVene A. Olson
Marshall University
Huntington, West Virginia 25701

## Interim Evaluation Report

Title: First Year Evaluation Of A Project Entitled: Improving A Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities.

Project Director: LeVene A. Olson

Contracting Agency: Marshall University
Huntington, West Virginia 25701

Objectives:
1. To compare level one Experimental Treatment students with level one Control Treatment students.
2. To compare level two Experimental Treatment students with level two Control Treatment students.
3. To compare level three Experimental Treatment students with level three Control Treatment students.
4. To compare level four Experimental Treatment students with level four Control Treatment students.
5. To compare level five Experimental Treatment students with level five Control Treatment students.
6. To compare level six Experimental Treatment students with level six Control Treatment students.

Specific Design: An analysis of covariance will be utilized to determine if differences exist between the adjusted posttest scores of the experimental groups and the adjusted posttest scores of the control groups. Null Hypotheses will be rejected at the 0.05 level of significance using a one tailed test.

Evaluation: The Occupational Awareness Tests for levels one through six have been administered and scored for all Lincoln County students at these grade levels. The grade levels and the number of students tested in the experimental and control groups are as follows:

|  | 1 | 2 | 3 | 4 | 5 | 6 |  |
|---|---|---|---|---|---|---|---|
| EXPERIMENTAL | 58 | 111 | 178 | 139 | 198 | 171 | 855 |
| CONTROL | 381 | 261 | 193 | 258 | 206 | 215 | 1514 |
|  | 439 | 372 | 371 | 397 | 404 | 386 | 2369 |

The experimental group for level one will include all of the students in the career awareness program. For levels two through six, students will be randomly selected from all of the students in the career awareness program. Students who have not participated in the career awareness program during the fall of 1971 will be provided with these experiences during the second semester with the exception of two schools in which intact classes will be used for control groups. These schools are Branchand and West Hamlin Elementary schools.

Following the procedure described above, the number of students in the experimental and control groups for the six levels are as follows:

|  | 1 | 2 | 3 | 4 | 5 | 6 |  |
|---|---|---|---|---|---|---|---|
| EXPERIMENTAL | 58 | 50 | 50 | 50 | 50 | 50 | 308 |
| CONTROL | 49 | 47 | 40 | 57 | 55 | 60 | 308 |
|  | 107 | 97 | 90 | 107 | 105 | 110 | 616 |

The results of the statistical evaluation of the career awareness program will not be available until after the spring semester 1972.

The following observations and recommendations concern the Lincoln County Career Awareness Program. The statements are based on visits with the teachers on selected occasions.

OBSERVATIONS:

1. The assistance (time and materials) provided by the director and coordinators to the teachers is adequate. The teachers are very much aware of the services offered by the director and coordinators and freely elicit assistance when they perceive a need.

2. The teachers are making excellent progress in implementing the career awareness program using the components or strategies of field trips, simulation activities, psychomotor activities, guest speakers, and multi-media activities.

3. Some of the teachers seem to be having problems correlating the existing disciplines of social studies, mathematics, language arts, science, and fine arts with the study of occupations. It appears that part of the problem of integrating the career development concept into the elementary curriculum is related to the teachers' feeling that they must continue to teach the "3rd Grade Reader," etc. Additional inferences concerning the need for curriculum integration appears to stem from the teacher's need for acquiring additional skills to bridge the gap between the present curriculum and career development materials and concepts.

4. Some of the teachers seem to be having problems initiating new units. The problem appears to be a lack of understanding concerning the extent to which curriculum blending (academic tie-in) and strategies are to be used.

5. An excellent competual approach appears to be developing through the efforts of Mrs. Ida Curry and Mr. Ed Woodall for the sixth grade level. The approach is that of looking at the interdependance and interrelations of an occupation, the occupational cluster, and the cluster of occupations in the local community, beyond the community, state-wide, and world-wide.

RECOMMENDATIONS:

1. Additional concrete examples of the use of strategies as they are related to the existing disciplines should be provided to selected teachers. Possibly the assistance of some of the outstanding teachers (Mrs. Bertha Adkins, Mrs. Amy Linville, Miss Doris White) could be elicited.

2. Additional emphasis needs to be provided concerning the concept that the students may enter the study of occupations through any of the existing disciplines. The discipline selected would depend on the occupational area studied. Subsequently, other disciplines should be utilized in studying the occupational area.

3. The teachers need to be made aware that the strategy used to begin the study of occupations will depend on a determination by the teacher as to the best means for stimulating student interest. Emphasis needs to be placed on the fact that all or merely selected strategies can be used depending on the occupational area.

4. The teachers should continue to utilize the "state adopted" texts for skills development.

5. The teachers should utilize career education materials a. to supplement "state adopted" texts, and b. to integrate content into state adopted schedules for skill development.

6. A team of elementary education specialists knowledgeable in career development should be employed as consultants to evaluate the status of curriculum integration, and develop procedures for closing the gap.

7. Additional training should be provided for those teachers having problems in curriculum integration.